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ABSTRACT

In May 1993, the Washington State Board for Community and Technical Colleges adopted goals and attainment measures for improving the participation of people of color in system colleges, focusing on enrollment, retention, completion, and employment rates of ethnic groups compared to their proportions in the state's population. An analysis conducted of people of color participation in state colleges for 1990-93 indicated the following: (1) from fall 1991 to fall 1992, participation rates in academic courses increased from 2.9 to 3.0 per 100 people in the adult population for African Americans and from 2.7 to 2.8 for Native Americans, but decreased from 3.3 to 3.2 for Asian Americans and from 1.8 to 1.6 for Hispanics; (2) in general, the percent of students of color in Washington community colleges was 20%, compared to 14% in the state's population; (3) from 1990 to 1991, the percent of students of color who left during or immediately after their first term declined from 27% to 26%, while for White students that figure from 21% to 22%; (4) from 1991-92 to 1992-93, the ratio of enrollments to degrees awarded fell from .9 to .85 for African Americans and from 1.08 to 1.07 for Whites, but increased for Asian/Pacific Islander, Hispanic, and Native American students; (5) 14% of all students enrolled from 1986-90 transferred within 4 years, compared to only 6% of African American students in the cohort; and (6) from 1990-91, the disparity between ethnic group and White job placement rates decreased, with the largest decrease occuring in the disparity between Native American and White employment. (KP)

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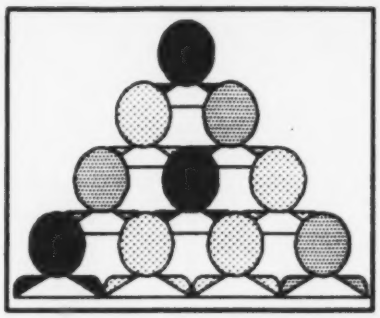

Research Report
No. 94-3

Washington State Board for Community and Technical Colleges; Division of Enrollment Planning and Information Services

ANNUAL PROGRESS REPORT ON SYSTEM GOALS FOR PEOPLE OF COLOR PARTICIPATION AND DIVERSITY WASHINGTON COMMUNITY AND TECHNICAL COLLEGES

January 1994

In May 1993, the State Board for Community and Technical Colleges approved and adopted the system's goals for people of color participation and diversity.[1] These goals recognized that economic, social, and political equity are dependent upon equity in education and that diversity in the academic environment fosters cultural awareness, mutual understanding, and respect. The Washington community and technical colleges are committed to equal opportunity in education and employment for all persons and to prohibiting sexual harassment and discrimination based on race, gender, ethnicity, age, religion, national origin, and sexual orientation.

This report shows changes in the measures established by the Board for each goal.

ENROLLMENT

> **Goal:** By the year 1997, the community and technical college system will improve the participation rate of Hispanics in academic and vocational courses.
>
> **Goal Attainment Measure:** The community and technical college system will achieve a change in the participation rate per 100 adults in the population from 1.8 for academic and 1.4 for vocational courses to the average for all students by 1997.

[1] See Washington Community and Technical College System Goals and Action Plan for People of Color Participation and Diversity: A Report Prepared by the SBCTC, April 1993.

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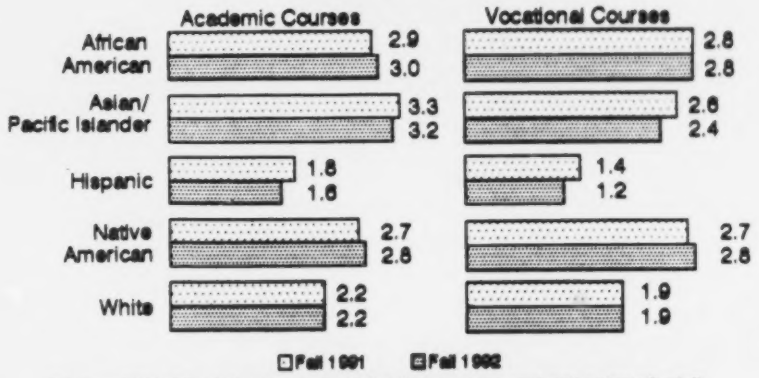
Since 1981 enrollment lids and minimal increases in state funding have served as a barrier to access and as a result colleges have afforded fewer places to new students. The goal recognizes that the people of color population is growing faster than the population as a whole and that to the extent the college enrollment grows, participation rates for students of color should continue to exceed the representation of each racial group in the state's population.

Figure 1
Participation Per 100 People in the Adult Population
by Race/Ethnic Group
Community Colleges - Fall



Source: SR1109, state and contract funded courses and estimates of adult population based on 1990 census data, ratio of adult to total population and OFM estimates of total population by race/ethnic background.
Note: Students may be enrolled in both academic and vocational courses.

Participation rates for students of color changed between fall 1991 and fall 1992, the most recent year for which population data are currently available. Figure I shows that rates increased for African Americans in academic courses and remained the same in vocational classes. The participation rates for Native American students increased in both course areas while they declined for Asian Americans and Hispanics.

The declines in Asian American and Hispanic participation rates do not represent a decline in student enrollment, but instead a failure of enrollments to keep pace with the fast growth of these segments of the Washington population. As Table I shows, overall community and technical college enrollments represent the diversity of the state.

Table 1
Students by Race and Ethnic Background in Fall
State and Contract Supported

	Community Colleges					Technical & Community Colleges
	1988	1989	1990	1991	1992	1992
White	118,598	119,939	118,842	125,156	128,205	146,736
African American	4,204	4,400	4,696	6,165	6,663	8,102
Asian /Pacific Islander	9,257	9,704	9,859	11,293	12,505	13,823
Hispanic	5,334	6,193	6,309	7,314	8,251	8,737
Native American	2,358	2,334	2,472	2,940	3,027	3,497
Other Race	3,590	3,401	2,003	1,482	813	982
Total Reporting	143,341	145,971	144,181	154,350	159,464	181,877
% Students of Color	17%	18%	18%	19%	20%	19%
% Washington Population of Color	12%	12%	13%	14%	14%	14%

Source: SBCTC Student MIS:SR1101, Version 1, Technical College File. Running Start enrollments Data Express SR93-19XXX.

RETENTION

Goal: By the year 1997, the community and technical college system will achieve improved retention rates for all students regardless of racial or ethnic background.

Goal Attainment Measure: Degree Seeking Students: By the year 1997, the percentage of degree seeking students who leave the college during or immediately after their first quarter of enrollment shall not be greater than 20 percent for all race and ethnic groups and current disparity between groups shall be reduced such that it is not greater than five percent. By the year 1997, at least 50 percent of all degree seeking students shall have enrolled for at least four quarters during their first two years, with the current disparity by race and ethnic background reduced to not greater than three percent. This would require that 14 percent more degree seeking African American students continue past the first term and 15 percent more stay for four or more quarters, and similar but smaller percentage changes for Hispanic and Native American students.

Overall while the retention of students did not change significantly for the 1990 to the 1991 cohort, retention of full-time students of color did improve.

Rate of Leaving in First Quarter (Early Leavers): There has been some decline in the rate at which full-time degree seeking students of color leave college in or immediately after their first term, but no decline in the rate for part-time students of color. The improvements for students of color (decline in rate of early leaving) are significant in light of the lack of improvement for whites. This change has reduced the disparity between whites and students of color who are full-time and planning a degree.

Table II
Percent Early Leavers (Left Not to Return in Two Years) Among Students Planning A Degree Community College State and Contract Students Starting in Fall 1990 and Fall 1991

	Full-Time Students		Part-Time Students		All Students	
	1990	1991	1990	1991	1990	1991
African American	26%	24%	44%	43%	34%	32%
Asian/Pacific Islander	16%	13%	39%	32%	23%	19%
Hispanic	23%	20%	38%	46%	29%	30%
Native American	19%	21%	35%	39%	23%	26%
Students of Color	20%	18%	40%	40%	27%	26%
Whites	15%	16%	37%	36%	21%	22%
Disparity (Whites and Students of Color)	5%	2%	3%	4%	6%	4%

Source: SR1181.
Note: The smaller the number, the fewer students leave in first quarter.

Enrolling for at Least Four Quarters (Substantial Progress): This goal was based on analysis of full-time and part-time student enrollments combined. However full-time students planning degrees are significantly more likely than part-time students to stay for four or more quarters as shown in Table III. Since there is a difference in pattern of part-time and full-time enrollment by race and ethnic group, the distinction is important. For those entering in fall 1991 and planning degrees, all except African Americans achieved the goal of 50 percent making substantial progress. However, the large gap between full-time African American degree seekers and whites has narrowed from the fall 1990 to fall 1991 cohorts. None of the part-time

students achieved that goal. The rate of Asian American part-time students making substantial progress increased significantly from the 1990 to the 1991 cohort. The large gap between full-time African American degree seekers and whites has narrowed from the fall 1990 to fall 1991 cohorts.

Table III
Percent Making Substantial Progress (Enrolled Four or More Quarters Over Two Years)
Among Students Planning A Degree
Community College State and Contract Students Starting in Fall 1990 and Fall 1991

	Full-Time Students		Part-Time Students		All Students	
	1990	1991	1990	1991	1990	1991
African American	40%	44%	25%	18%	34%	34%
Asian/Pacific Islander	58%	63%	28%	41%	49%	56%
Hispanic	47%	52%	18%	18%	36%	38%
Native American	53%	50%	22%	23%	45%	42%
Students of Color	51%	54%	24%	25%	42%	43%
Whites	58%	56%	32%	35%	50%	50%
Disparity (Whites and Students of Color)	7%	2%	8%	10%	8%	7%

Source: SR1181.
Note: The larger the number, the more students make substantial progress.

COMPLETION

Goal: By the year 2000, the community and technical college system will narrow the gap between students of color and whites related to GED/high school completion and transfer/graduation and job placement rates.

Goal Attainment Measures: Associate Degree and Certificate Completion: By the year 2000, the percent of students by each race and ethnic group who graduate with associate degrees or certificates in academic or vocational programs shall be comparable within 0.5 percent, with the percent who started three years earlier with transfer or job placement intent. That is, if five percent of new students in 1997 are Hispanic, approximately five percent of the graduates in the year 2000 shall be Hispanic.

Transfer: By the year 2000, at least 55 percent of all transfer seeking students will successfully transfer to four-year colleges/universities in Washington and the current disparity by race and ethnic group shall be reduced to not more than five percent. This will require a doubling of the transfer rate for African Americans, substantial improvement for Hispanics and lesser improvement for all other groups.

Job Placement Rate: By the year 2000, the current disparity by race and ethnic group in job placement for graduates of vocational programs shall be reduced to not more than five percent. This will require at least a six percent increase in placement for Native American graduates and three percent for African American graduates.

GED/High School Completion: Tracking GED and High School Completion Students by Race: SBCTC shall work with the colleges to implement tracking by race for completers of GED/high school programs and when tracked, develop appropriate goal statements.

Associate Degree Completion: Another way to state this goal is that the ratio of percent of degrees to percent of enrollment three years earlier should approach 1.0. Ratios below 1.0 show that fewer students of that group are among the graduates than among all entrants to the college.

All groups except African Americans and whites increased the ratio of degrees to enrollment. The pattern for certificates, as shown in Table IV, was for all groups except Hispanics and whites to increase in the ratio.

Table IV
Ratio and Percent of Degrees and Certificates Awarded by Race and Ethnic Group
Community Colleges Only

	91-92 Degree Ratio	92-93 Degree Ratio	91-92 Certificate Ratio	92-93 Certificate Ratio
African American	0.90	0.85	0.83	1.15
Asian/Pacific Islander	0.72	0.81	0.94	0.97
Hispanic	0.51	0.55	0.67	0.52
Native American	0.75	0.76	1.19	1.53
Students of Color	0.62	0.68	0.78	0.87
White	1.08	1.07	1.05	1.03

	Fall 89 Enrolled	91-92 Awards Degrees	91-92 Awards Certificates	Fall 90 Enrolled	92-93 Awards Degrees	92-93 Awards Certificates
African American	3.0%	2.7%	2.5%	3.3%	2.8%	3.8%
Asian/Pacific Islander	6.7%	4.8%	6.3%	6.8%	5.5%	6.6%
Hispanic	4.3%	2.2%	2.9%	4.4%	2.4%	2.3%
Native American	1.6%	1.2%	1.9%	1.7%	1.3%	2.6%
Students of Color	17.5%	10.8%	13.7%	17.6%	11.9%	15.3%
White	82.5%	89.2%	86.3%	82.4%	88.1%	84.7%

Source: SR1114 (IPEDS Completions) and SR1101 for fall enrollment. No data are available on the percent of only transfer or job preparatory students in fall 1989 and 1990, so all students are used as a proxy.

Transfer: Data are not currently provided by the four-year institutions to allow for analysis of current transfer rates by race and ethnic background. Washington community colleges participate in The National Transfer Assembly Project which requires tracking of entering students for four years. The results are shown as a percent of all students reaching certain thresholds who have transferred. SBCTC matches social security numbers with cooperating independent and public four-year institutions. These data show that students of color, with the exception of Asian Americans, have a lower transfer rate than whites. African Americans had the lowest transfer rate.

The Transfer Assembly Project data include students enrolled for job preparation or other purposes. The inclusion of these students with no intent to transfer results in a lower transfer rate than might otherwise be expected, but the comparisons by race group are nonetheless of interest.

- For all students new to college and enrolled in college-level courses, regardless of purpose for attending and regardless of the number of credits completed, **14 percent of the 86-90 cohort transferred within four years** of starting at the college. Despite evidence that African American students have as much interest in transfer as others (SBCTC, 1993), the rate of transfer for African Americans was substantially lower than for other groups. Rates stayed relatively the same for the two cohorts except for improved rates for Asian Americans.

	85-89 Cohort	86-90 Cohort
African American	6%	6%
Asian/Pacific Islander	14%	23%
Hispanic	6%	11%
Native American	7%	10%
White	13%	14%

- For all students new to college, enrolled in college-level courses and completing at least 18 quarter credits of such courses, regardless of purpose for attending, **33 percent of the 86-90 cohort transferred within four years** of starting at the college. This is the rate used in the National Transfer Assembly Project. The rate of transfer for African Americans was substantially lower than for other groups. Rates stayed relatively the same for the two cohorts. The largest change was for Native Americans, a small cohort with fewer than 50 students transferring.

	85-89 Cohort	86-90 Cohort
African American	20%	19%
Asian/Pacific Islander	38%	42%
Hispanic	26%	29%
Native American	23%	31%
White	33%	33%

- For all students new to college, enrolled in college-level courses and completing at least 18 quarter credits and the first college-level English or math class, regardless of purpose for attending, **42 percent of those taking English and 52 percent of those taking math from the 86-90 cohort transferred within four years** of starting at the college. The rate of transfer for African Americans was substantially lower than for other groups. Rates stayed relatively the same for the two cohorts.

	85-89 Cohort		86-90 Cohort	
	English	Math	English	Math
African American	32%	43%	28%	38%
Asian/Pacific Islander	47%	52%	54%	58%
Hispanic	33%	48%	37%	45%
Native American	30%	49%	41%	54%
White	43%	51%	42%	52%

Job Placement: While placement rates were generally lower for the class of 1990-91 than for 1989-90 due to fewer job openings in the state, the disparity between groups generally declined with an especially large decline for Native American graduates of vocational programs.

Table V
Employment Status of Job Preparatory Graduates
Nine Months After Graduation

	1989-90 Graduates		1990-91 Graduates	
	Employment	Disparity	Employment	Disparity
African American	81%	8%	80%	6%
Asian/Pacific Islander	89%	0%	82%	4%
Hispanic	84%	5%	85%	1%
Native American	78%	11%	82%	4%
White	89%		86%	

Source: SBCTC Vocational follow-Up file.
Note: 1989-90 data for community colleges only, 1990-91 for community and technical colleges.

GED/High School: SBCTC will implement this tracking system by the end of 1993-94.

EMPLOYMENT

Goals: The community and technical college system will continually improve employment rates for all ethnic/racial groups in faculty, administrative and managerial positions each year so that they may better reflect the ethnic/racial mix of the student population.

By the year 1993, develop tracking and reporting procedures to monitor the progress of employment for racial/ethnic groups.

Goal Attainment Measure: Each year the gap between the percent of persons of color in faculty, administrative/supervisory and classified positions and the student population shall be reduced.

While colleges have increased in percent of staff of color, the rate of increase for faculty has been at a slower rate than the growth in the students of color such that the gap between the percent of persons of color in the faculty and the student population has increased as shown in Table VI. Historically only a small gap has existed between the classified staff of color and the student population. That gap has grown somewhat. The historic gap between administrators and other professional staff and students fluctuates between two and four percent in part because of the small number of staff.

The growing gap between students of color and faculty of color applies to all race and ethnic groups, but the gap is growing most rapidly between African and Native American students and full-time faculty. In these cases, the number of full-time faculty has remained relatively constant while the student population has grown faster than the general student population. Colleges have been more successful at employing Asian American faculty in numbers that nearly have kept pace with student growth.

Table VI
Comparison of Community College Student and Staff by Percent of Color*
State and Contract
Fall 1988 through Fall 1992

	Fall 1988	% of Total	Fall 1989	% of Total	Fall 1990	% of Total	Fall 1991	% of Total	Fall 1992	% of Total
AFRICAN AMERICAN										
Students	4,204	3.0%	4,400	3.1%	4,696	3.3%	5,165	4.0%	5,663	4.2%
Full-Time Faculty	65	2.4%	55	2.0%	59	2.1%	62	2.2%	68	2.3%
Part-Time Faculty	41	1.0%	52	1.2%	57	1.3%	55	1.2%	58	1.2%
Classified	127	4.1%	124	3.7%	137	3.9%	147	4.1%	160	4.3%
Admin/Other Professional	29	4.8%	33	4.9%	39	5.4%	46	6.0%	48	6.3%
ASIAN/PACIFIC ISLANDER										
Students	9,257	6.6%	9,704	6.8%	9,859	6.9%	11,293	7.4%	12,505	7.9%
Full-Time Faculty	66	2.4%	67	2.4%	79	2.8%	89	3.1%	94	3.2%
Part-Time Faculty	98	2.4%	101	2.4%	98	2.2%	103	2.3%	106	2.3%
Classified	135	4.3%	156	4.7%	170	4.9%	180	5.0%	188	5.1%
Admin/Other Professional	15	2.5%	24	3.5%	29	4.0%	29	3.8%	35	4.6%
HISPANIC										
Students	5,334	3.8%	6,193	4.4%	6,309	4.5%	7,314	5.2%	8,251	5.9%
Full-Time Faculty	42	1.5%	41	1.5%	51	1.8%	59	2.1%	69	2.4%
Part-Time Faculty	82	2.0%	86	2.1%	85	1.9%	81	1.8%	92	2.0%
Classified	93	3.0%	98	2.9%	109	3.1%	120	3.4%	124	3.3%
Admin/Other Professional	15	2.5%	22	3.2%	26	3.6%	24	3.1%	24	3.2%
NATIVE AMERICAN										
Students	2,358	1.7%	2,334	1.6%	2,472	1.7%	2,940	1.9%	3,027	1.9%
Full-Time Faculty	36	1.3%	37	1.3%	42	1.5%	37	1.3%	37	1.3%
Part-Time Faculty	24	0.6%	24	0.6%	31	0.7%	38	0.8%	38	0.8%
Classified	55	1.8%	62	1.9%	75	2.2%	73	2.0%	78	2.1%
Admin/Other Professional	5	0.8%	10	1.5%	11	1.5%	11	1.4%	16	2.1%
TOTAL OF COLOR										
Students	21,153	15.1%	22,631	15.9%	23,336	16.4%	27,712	18.1%	30,446	19.2%
Full-Time Faculty	209	7.7%	200	7.2%	231	8.2%	247	8.7%	268	9.2%
Part-Time Faculty	245	6.0%	263	6.3%	271	6.1%	277	6.2%	294	6.3%
Classified	410	13.1%	440	13.2%	491	14.1%	520	14.5%	550	14.8%
Admin/Other Professional	64	10.7%	89	13.1%	105	14.5%	110	14.3%	123	16.2%
TOTAL										
Students	139,751		142,570		142,178		152,868		158,651	
Full-Time Faculty	2,719		2,760		2,832		2,840		2,904	
Part-Time Faculty	4,093		4,194		4,407		4,481		4,643	
Classified	3,121		3,334		3,488		3,582		3,721	
Admin/Other Professional	599		678		722		767		758	
TOTAL STAFF	10,532		10,966		11,449		11,670		12,026	
Gap Between Students and Staff										
Full-Time Faculty		7.4%		8.7%		8.2%		9.4%		10.0%
Part-Time Faculty		9.1%		10.7%		10.3%		11.9%		12.9%
Classified		2.0%		2.7%		2.3%		3.6%		4.4%
Admin/Other Professional		4.4%		2.8%		1.9%		3.8%		3.0%

* Excludes not reported and other race.

Source: Data Express Procedures PMIS94-1xx.
College may obtain faculty data using SR1160 provided by SBCTC.

INSTITUTIONAL CLIMATE

Goal: By the year 1994, each community and technical college will develop an approach to assessing institutional climate in terms of support for students, faculty and staff of color.

Goal Attainment Measure: Student Satisfaction: By the year 2000, system level survey research findings shall show little or no disparity in the positive evaluation of the community or technical college experience based on race or ethnic background.

No new system-wide student surveys have been conducted since the results published in the April 1993 Goals and Action Plan. Questions related to student experience will be included in the workforce training student survey to be conducted in spring 1994 and the vocational follow-up survey to be conducted in 1995 or 1996.

North Seattle Community College, Centralia, Skagit Valley Community College and South Puget Sound Community College have conducted institutional climate assessments related to students of color and have implemented programs responsive to the findings of the climate studies.

While some colleges have not conducted institutional climate assessments, most colleges have offered programs and activities that promote diversity and improve the success of students of color. For example, 17 of the colleges are participating in the Washington Center for Improving the Quality of Undergraduate Education at The Evergreen State College "Cultural Pluralism Project". The cultural perspectives that are explored in the Cultural Pluralism Project reflect the diversity within the state of Washington.

SUMMARY

The time elapsed since approval of the goals for students of color last May has not been sufficient to allow for the measuring of results of any new initiatives started since that date. However, this first annual report provides data on the extent to which past efforts are resulting in goal achievement. Given that in most cases only two years of comparative data are available, it is too early to tell if a trend has been established or if what is reported is normal annual fluctuations. The results to date show mixed results, little change with some movement in the direction of the goal ("Yes") and some movement away from the goal ("No") as shown in Table VII.

Table VII
First Annual Progress Report on Measures of Goal Achievement Related to People of Color
Status at the End of 1992-93

Improved Participation for Hispanics:	No
Reduced "Early Leaving":	Little change
Reduced Disparity in "Early Leaving":	Yes
Increased "Substantial progress":	Little change
Reduced Disparity in "Substantial Progress":	Yes for full-time, No for part-time
Improved Match Between Associate Degrees and Entering Students:	Yes
Improved Transfer Rate:	No data
Reduced Disparity in Transfer:	Little change
Reduced Disparity in Graduate Job Placement:	Yes
GED/High School Completion Tracking:	Being developed
Reduced Gap Between Students and Staff Growth Rates:	No
Reduced Disparity in Survey Measures:	No new measures